Anti-Bullying Policy (inc. Bullying Risk Assessment)

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Summary of changes and reviews

Version	Date	Summary of amendments	By
1.0	1 Sept 2021	Policy updated and new format incorporated	JO
1.1	Sept 2022	Policy Reviewed and Updated with staff changes	NR

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ANTI-BULLYING POLICY

Introduction

This policy has been written in compliance with the guidelines contained in the DfE Guidance January 2016 *Behaviour and Discipline in Schools*. It also refers to DfE guidance *Preventing and Tackling Bullying* July 2017 and the *Equality Act* 2010.

Policy Statement (Aims and Objectives)

At Hatherop Castle we believe that considerate behaviour is essential if we are to create a good social and learning environment. It is our conviction that everyone has a right to be treated with respect and we expect members of our community from the youngest pupils in the Early Years to our staff themselves, to show concern for one another and treat each other with consideration for feelings, individuality and personality. The actions of a bully within our community would destroy this harmony and so it is our firm resolve to provide a policy which will swiftly and effectively deal with the problem should it arise.

At Hatherop Castle discrimination on grounds of gender, sexuality, race, disability or any other kind is not tolerated. There can be no excuse made for any discriminatory acts or remarks. If an act of racism is witnessed it should be reported immediately to a member of the Senior Management Team.

Definition

Bullying is the wilful, conscious desire to embarrass, hurt, threaten or frighten someone else. All bullying is aggressive, whether it be physical, verbal or psychological, although the aggression may be subtle (for example in bullying by exclusion). Staff should also be alert to possible instances of: **racial, cultural, religious, sexual, sexist, homophobic** and **cyber bullying** or any discriminatory behaviour exhibited in respect of **disability, gender, special educational needs or because a child is adopted or is a carer**. In deciding whether or not an action can be termed bullying, one needs to judge the effect on the "victim". Should a person feel threatened or frightened to such an extent that the quality of life has suffered, then bullying has taken place. It should always be recognised that extreme cases of bullying can lead to psychological damage and that criminal laws exist against harassment and threatening behaviour. Bullying is a very serious issue and has no place in the Hatherop Castle community.

Bullying and Safeguarding

All staff will be aware that safeguarding issues can manifest themselves via peer on peer abuse and it can take different forms. Peer on peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment such as sexual comments; sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- The Voyeurism (Offences) Act, commonly known as the Upskirting Act, came into force on 12th April 2019, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. A person of any gender can be a victim of upskirting.
- Physical behaviour such as deliberately brushing against someone; or displaying photos of a sexual nature; and online activity
- Initiation/hazing type violence or rituals.

We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Bullying is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people. If the bullying is particularly serious, or the tackling of bullying procedures are deemed to be ineffective, the Head and the DSL may consider implementing child protection procedures; there may be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

Child Involvement

The policy of the School involves the instruction of all pupils in the codes of Christian, moral and ethical behaviour with a focus on self-discipline and respect, this being achieved through our Chapel Services and Assemblies, Form Tutor periods and PSHEE curriculum. Other occasional talks and lectures, based on the experiences of older members of the community or our local police liaison officer also serve this purpose. Within the context of this instruction children are made aware that such anti-social behaviour cannot be tolerated and is not normal in a happy, well-balanced community. Good behaviour is rewarded and celebrated in a number of ways through the schools reward system and Assemblies and children and staff are encouraged to be actively involved in this process in helping to promote positive behaviour.

When children encounter behaviour which they find uncomfortable, either involving themselves, their friends or others, they are encouraged to take the following action rather than feeling unhappy or frightened. This applies to bullying both at school and bullying which may have occurred away from school. They are reassured that the taking of such action will result in a swift improvement and eventual solution to their situation, not in a worsening of the bullying as is so often feared:

- **Tell any member of staff**. There is no need to feel guilty. Sharing a confidence sometimes takes courage, but will often save great unhappiness. It doesn't matter who they choose to tell but they might typically choose to tell their form tutor, assistant tutor, class teacher or classroom assistant, a designated mentor or Head of Phase. Pupils should also feel able to approach the Deputy Heads or Headmaster directly.
- **Tell their parents**.
- **Tell a friend** and discuss strategies.

If they want to talk about the problem to someone outside the school they can contact our **Independent Listener, Mrs Suki Pascoe** (whose contact details can be obtained from the Deputy Head) or contact **Childline** (08001111).

Pupils are also encouraged to do the following things to help foster a culture that discourages bullying:

- Celebrate the efforts and achievements of others.
- Hold and promote positive attitudes.
- Share problems and air complaints.
- Understand it is a shared responsibility to make playtimes, meals and shared spaces pleasant and sociable.
- Stand up for each other and report situations or behaviours that they feel are hurtful or negative.

Form Captains (who are Anti-Bullying Champions), Prefects and other senior pupils hold a special responsibility to support others and keep an eye out for bullying or unpleasant behaviour. Training is provided at the start of the school year to help them to recognise, report and monitor incidences of bullying and support victims or dissuade aggressors.

EYFS Children

Even the youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect each other's possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. The EYFS practitioners for managing children's behaviour are **Mrs Lucy Riley** in the Nursery and **Mrs Ellie King** in Reception.

We explain to children why some forms of behaviour are unacceptable and hurtful of others. We rarely need to impose sanctions but sometimes we may provide 'time-out' to a child for hurtful behaviour. Occasionally a child may talk to the Head of Nursery, who will explain the inappropriateness of a particular action but such instances are rare. Parents are always informed verbally when any significant sanction or reproof is needed as well as the incident being logged in the child's file and, in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation with their child's teacher and the Head of Nursery and to agree a joint way of handling the difficulty.

A copy of our Behaviour Policy is on our website for parents and their children to read together.

Protected and Vulnerable Groups, Children with SEND

Staff should be familiar with those children who have special educational needs or disabilities within the school and understand that some children with SEND may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying. As such they can be considered vulnerable. The Equalities Act 2010 identifies nine groups of protected characteristics: Age, Disability, Race, Sex, Religion or belief, Pregnancy and maternity, Sexual orientation and Gender reassignment. The act protects children and young people in these groups from discrimination, harassment and victimisation as well as give extra protection from discrimination to disabled children and young people.

Parental Involvement

It is the School's policy to work closely with parents to ensure the happiness and development of all our children. Should a parent feel anxiety concerning the happiness or well-being of their child or other children either at school or through the actions of pupils away from school, we suggest that they:

- Notify the Class Teacher, Form Tutor or Head of Phase, the Deputy Heads, the Headmaster, or any other member of staff.
- Encourage their child to talk to someone they trust in school.
- Reassure their child that talking about the problem and working with the School will improve the situation.

We encourage parents to make their contact with the school at an early stage, as this is so much better for both the victim and the aggressor, thus often preventing a more serious situation.

Staff Involvement

Intrinsic in the life of Hatherop Castle is the assumption that staff should by their example of care and concern for others provide a positive role model to pupils and colleagues.

Staff are encouraged never to trivialise or overlook possible bullying incidents. Staff at Hatherop Castle should aim to apply the **5 Rs** below in the case of any bullying incident:

- **REASSURE:** Any incident of bullying should be acted upon immediately in the first instance to protect the victim from any repetition. Pupils should feel supported and reassured that their problem is being dealt with.

- **REPORT:** Incidents should then be recorded on an incident form or via email and handed to the Form Tutor who will then notify the Heads of Phases/Deputy Head, Headmaster and other appropriate members of staff who are pastorally involved with aggressor or victim.
- **RECORD:** Records of all incidents should be kept by the Form Tutor so that patterns can be established. Any more serious incidents, especially those with disciplinary implications, will be kept in the Deputy Headmaster's incident book.
- **REACT:** All problems should be addressed at the earliest possible opportunity.

Therefore every effort is made to supervise areas where bullying could take place and at times when it is most likely to occur.

- **REVIEW:** It is the responsibility of the Form Tutor and Heads of Phases to ensure that all cases are followed up and that progress is monitored. Ongoing situations should be discussed at staff and pastoral meetings or referred to the Deputy Headmaster or Headmaster.

Staff also have a responsibility to be a part of the ongoing development of a whole school response to bullying. Staff are encouraged to read the Behaviour and Anti-Bullying Policy every September. Every effort should be made to ensure **supervision** in vulnerable areas where bullying may be more likely to occur:

- Playground duties should be proactive rather than reactive
- Changing rooms should never be unsupervised
- Meals should be well supervised and in the Upper School staff should aim to sit with the pupils whenever possible
- Vigilance should be shown while pupils are using school transport
- Behaviour in corridors and queues should be closely monitored

Strategies

Strategies planned for dealing with serious individual cases of bullying must be discussed and agreed with the Headmaster, Deputy Head, Head of Phase or Form Tutor as appropriate. Strategies can and will vary according to circumstances and those involved. At Hatherop Castle we do not believe that a single 'off the shelf' strategy can effectively address all cases of bullying in its varied forms.

Where appropriate a restorative approach can be undertaken in dealing with bullying. As such a further 'R' can be included in tackling bullying – **REPAIR**. Children should be helped in identifying solutions to the problems which may have arisen so that they can repair harm and ensure behavioural patterns are not repeated. In this way a harmonious approach to resolving conflict can be sought, reinforced in our Assembly and Chapel program so that appropriate behaviour becomes self-regulated.

Sanctions and Support

It should be clear that our primary aim is to end the bullying and not simply to punish the perpetrator, however usually some sanction will be needed. Most sanctions will be aligned to the school's standard "Behaviour Policy":

- S1s and warnings might be used in minor cases
- A detention (S2) would be the standard first response to a clearer cut bullying incident
- In severe cases suspension or exclusion may be an unfortunate but necessary sanction

While Sanctions are important is must also be understood that the both the victim and the bully themselves will require ongoing support. This could be provided by tutorials or other one to one meetings with Form Tutors or by providing appropriate resources to support children affected. This should usually occur in consultation with the Heads of Phases and Parents. Form Tutors and the Heads of Phases will monitor the effectiveness if this support.

Monitoring

All strategies must include provision for long-term monitoring of the situation to ensure that the 'cure' is permanent, must include parental involvement and must involve working with both the victim(s) and the aggressor(s) who needs our love and care, as much as the victim. We would wish to involve parents at an early stage, thus enabling some counselling to be provided. This can be undertaken within the school or, with the parents' approval, it is sometimes necessary to involve further professional specialist help.

The Role of Wishford Group

The Wishford Groups role is to support the Headmaster and staff in the administering of this policy. They will ensure that all aspects of the policy are being enforced and that all incidences of bullying are taken seriously and dealt with appropriately. The Wishford Group will respond rapidly to any parental complaint and will liaise with the Headmaster wherever issues arise.

Involving External Agencies

A bullying incident will be treated as a Child Protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The Headmaster will in the first instance contact the Designated Safeguarding Lead (DSL), currently the schools Deputy Head if they have not already been alerted to an incident. At this stage the Child Protection policy will be adhered to and the DSL will make an evaluation of the situation to judge if an External Agency should be contacted. Individual staff may also make direct referrals to external agencies as outlined in the Child Protection policy.

Cyberbullying

Cyberbullying is when one person or a group of people aim to threaten, tease or embarrass someone else by using a mobile phone, the internet or other technologies. It can take the following forms:

- Text messaging, or 'Sexting'
- Mobile phone pictures/video clips
- Mobile phone calls
- Emails
- Chat rooms
- Instant messaging
- Websites (blogs, personal websites, social networking sites etc)

If any member of staff becomes aware of what they suspect to be a case of cyberbullying either in school or outside, it should be treated just as seriously as any of the other more established forms of bullying. Victims should be encouraged to save messages that they are concerned about and to show them to a member of staff. Parents of the victim(s) and perpetrator(s) may well need to be notified. If such bullying has been carried out by one or more pupils on a persistent basis, it needs to be dealt with very firmly.

Further details on how children can be kept safe online can be found in the schools E Safety Policy.

Pupils are asked to sign the 'Pupil Acceptable Use of ICT' document to confirm that they will adhere to the schools guidelines on using ICT, namely that:

Students MUST NOT

- Tell anyone their password, log on as anyone else or leave a workstation logged in.
- Print multiple copies of documents or very long documents
- Bring any electronic devices (phones, smart watches, tablets, laptops, cameras, iPods) into school without permission

- Download or run any software other than that directly accessed from the desktop
- Tamper with computer hardware or software or access unauthorised areas of the system
- Introduce software (e.g. viruses) designed to disrupt or destroy programs and/or data
- Use the computer to upset or bully other students
- Use the ICT facilities for profit making, commercial or e-commerce type activities
- Retrieve, access or send any material that is in violation of copyright law, threatening or of an obscene nature
- Post personal contact information about themselves or others

Students SHOULD

- Tell a member of staff if they have accessed or received inappropriate information
- Use appropriate language at all times e.g. for file names
- Tell a member of staff if they discover a faulty machine or one that has been damaged

DfE Cyber bullying 'Advice for headteachers and school staff' and 'Advice for parents' can be found here.

Conclusion

It is expected that children, parents and staff will combine to make this policy work. Its successful implementation will ensure a happy and productive environment in which to work and play and the school will be recognised as a caring community where everybody strives to give positive esteem to all.

Complaints Procedure

Parents and pupils should approach the Headmaster and use our complaints procedure if they feel their concerns about bullying (or indeed anything else) are not being addressed properly. Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted if they are unhappy with the way in which their complaint has been handled.

Appendix A – Bullying Risk Assessment

Describe the hazard	Who might be harmed and how?	Existing control measures	Risk Rating Likeliness x Severity = RR			Additional control measures or actions required	Revised rating Likeliness x Severity = RR		
			L	S	RR		L	S	RR
Bullying in School	Pupils of the school Effects on physical health (e.g. weight loss, lethargy) Effects on mental health (e.g. fear, stress, anxiety, depression) Isolation Low morale	The school is committed to ensuring a place of study, activity, play and relaxation that is free from bullying and that all members of the school have the right to be treated with respect and tolerance, their differences appreciated and accepted. Reminders are made regularly about bullying and how to get support through posters and leaflets giving information about how to get help and what to do if you spot bullying. Difference is celebrated and enjoyed. Pastoral care systems are set up to support their getting immediate help if it is needed. Pupils are watched, monitored and discussed regularly and this allows for early intervention Bullying is discussed and better understood through PSHE Education and other forums.	2	2	4	There is a written policy on the prevention of bullying and all members of the school are aware of the policy or a simplified version of it and have access to this information All new employees receive a copy of the policy Appropriate and regular training is given in how to implement the policy to all parties involved, pupils, staff and parents All members of the school, particularly staff, are aware of their responsibility in creating and contributing to the maintenance of an	2	1	2

| | | Consultation with staff, parents and pupils has taken place and regularly takes place as regards the risk of bullying in school and preventive measures.

Allegations of bullying are treated with fairness, sensitivity and respecting the need for confidentiality for parties concerned.

Bullying at school by others such as parents will not be tolerated and action will be taken to support those involved appropriately

A complaint of bullying which is found following investigation to be vexatious will be dealt with through the disciplinary procedures in place | | | | environment free from bullying or from conduct likely to contribute to bullying

Allegations of bullying are investigated fairly and thoroughly without reprisals for the complainant and in accordance with policy | | | |

Risk Rating Matrix

The Risk Rating Matrix is a way of quantifying the risk associated with your activity. It works by using a simple multiplication table based around set levels of severity and likelihood, giving a result which is then graded using a traffic light system.

Both severity and likelihood are split into 5 categories, ranging from unlikely to certain for likelihood and minor injury to death for severity. Each category is given a value between 1 and 5, with 5 being the highest category and 1 the lowest. These values are used to work out the risk rating.

Risk Matrix – High – Medium – Low (Risk)

Severity x Likelihood = Risk Rating		Likelihood				
		Certain (5)	Very Likely (4)	Likely (3)	May Happen (2)	Unlikely (1)
Severity	Death (5)	25	20	15	10	5
	Major Injury (4)	20	16	12	8	4
	Over 7 day injury (3)	15	12	9	6	3
	Minor Injury – treatment off site (2)	10	8	6	4	2
	Minor injury – first aid on site (1)	5	4	3	2	1

Severity x Likelihood = Risk Rating

The result of this will be between 1 and 25, which is then grouped into High, Medium or Low risk as below;

High Risk	Medium Risk	Low Risk
12 and above	between 11 and 5	4 and below

For each activity that you input on to the Risk Assessment, you will need to give it a Risk Rating. The form is designed so that it takes you through the multiplication; you are required to input severity, likelihood and the Risk Rating. If your activity comes out with too high a risk, that could be High or even Medium risks, there is space on the Risk Assessment to add more control measures and rate the risk again. This shows that you have adjusted the controls in reaction to the perceived risk.